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English Language Learners' Behavior towards Dictionary Use

At University of Adrar

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DEDICATION

We dedicate this humble research to our parents and our beloved nephew Ibrahim.

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List of Abbreviations

BD:	Bilingual Dictionary
ED:	Electronic Dictionary
EFL:	English as Foreign Language
FL:	Foreign Language
L1:	First Language
MD:	Monolingual Dictionary
OD:	Online Dictionary
PD:	Paper Dictionary
PED:	Pocket Electronic Dictionary
SL:	Second Language

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General Introduction

Dictionaries are a very important tool for learning English as a foreign language (EFL). Dictionaries provide students with precious information in all aspects of language. They include phonological, morphological, syntactical and semantic information in addition to etymological and usage information. Sadly to say, there is currently a rarity of research on dictionary use by EFL learners and very little is known about the behavior and preferences of dictionary users and the complex operation involved in a dictionary consultation, especially in our country Algeria.

In Algeria, English is taught as a second mandatory foreign language at middle schools. In 1993, the Algerian government made, for the first time, French and English as a choice at the early stage of schooling (primary school, fourth grade) for the first mandatory language. According to Dr. Benrabah (2007), only 1.28% who choose English between 1993 and 1999. However, nowadays the view of English has changed completely because of its international status. English has become the world's first language; it is one of the most widely spoken languages in the world.

In our city Adrar, English became very important and required, especially, in professional life, because of foreign companies and business sectors from different countries where English is first or second language such as: South Korea and England. At the African University of Adrar, the English Department receives each year about 200 students some of them from different African countries like Mali, Nigeria, Niger...etc, and more than 150 students graduate from it.

With all this intensifying need for English as an international language between non-native speakers of English, a good domination of the language is considered essential to function in a globalized world. Learning English has become so important that it cannot just be limited just to formal school context, however; it is an activity which people feel they need to employ in their lives mainly in outside classrooms. Nevertheless, English teachers are not available outside the schools, and the learners need to find dependable information that they can rely on when they face a series of difficulties related to English.

English dictionaries can fill this gap. In an EFL setting such as Adrar, where target language input is limited, a dictionary is an invaluable reference to the English language. They provide learners with useful linguistic and cultural information, especially when teachers are unavailable and the learners are responsible for their own learning (Cubillo, 2002).

Dictionaries are considered as a good friend that helps in learning a foreign language because dictionaries can offer a quick and direct access to the meaning of an anonymous word. In EFL contexts, the supported function of dictionaries has been emphasized by both teachers and researchers, and the training of dictionary skills is considered important and necessary because EFL learners may not be able to make good use of dictionaries without explicit instruction (Fan, 2000; Su, 2003; Wright, 1998).

From the researcher's observations, she noticed that most of the students who join in the English Department at Ahmed Draia University in Adrar, have serious shortcomings in dictionary skills; taking into consideration that, the researcher have studied at this university for more than 6 years. During classes, she noticed that, the EFL students at university of Adrar feel shy to use their dictionaries. Moreover, they even hold their dictionaries under their tables when they want to consult them, or they panic when they click accidentally on the

pronunciation icon of their electronic dictionaries. This is due to, the teachers who have never encouraged students to use dictionaries for better learning. Apart from one teacher who knows the real value of dictionaries as a tool of teaching EFL, Professor Fewzi Borsali¹, is the only teacher who always encourages his students to use dictionaries, or as he says frequently “...*play with your dictionary*”. In addition, the researcher observed that many students are not sure of what kind of dictionaries are appropriate to their educational levels and purposes, what specific functions of the dictionaries could improve their learning, when and how they should search of a word in a dictionary, which definition presents the right meaning in the context of the activity that is performed. More to this point, a lot of students do not pay attention to the collocations, stylistic and syntactic features of an entry word and focus only on the first definition of a word. This problem was also observed in many SL/FL countries. It was found that many SL/FL students, Asian learners in particular, were not competent users of dictionary, Hartmann (2009). These studies expose a difference between the role of a dictionary that can be played in learning foreign language and the way EFL learners actually use it in their language learning process. The dictionary, which is a very practical language learning tool, may be underestimated by some language learners. According to Bejoint (1989), dictionaries are not used as expected by their compilers. In other way, a considerable number of language learners do not recognize the advantages that dictionaries put forward. Even learners, who are aware of the value of dictionaries, do not always reflect this awareness in their practice. These problems need a systematic study that tackles: different types of dictionaries used, the different activities, and the types of information looked up, which may help us better understand why dictionary user is not always successful. Thus, the present study emerges in response to the demand for further research in the field.

Consequently, the present study seeks to answer the following questions:

¹ Pr. Fewzi Borsali is a teacher specialized in civilization, and he also teaches Morpho-Syntax at University of Adrar.

- 1) Do the EFL students in Adrar have any kind of training on dictionary use?
- 2) What kind of dictionaries do the Adrarian EFL students use? And what attitude do they have towards the different types of dictionaries: bilingual vs. monolingual dictionary and paper vs. electronic dictionary?
- 3) What are the various types of EFL activities requiring dictionary use?
- 4) What kind of information do EFL students in Adrar look up in their dictionaries?
- 5) What are the difficulties of using dictionaries?

The present study significantly benefits researchers and educators in the field of EFL learning. Since dictionary use has not been researched expansively, we know to some extent little about how learners use dictionaries and how dictionary use is related to vocabulary learning. Given the proof that EFL learners heavily depend on dictionaries (Schmitt, 1997); it is necessary to discover more about dictionary use. This study investigates the use of electronic dictionaries contributes to an increase in the understanding of EFL learners' use of dictionaries.

The present study includes two chapters. The first chapter introduces what is dictionary in general, the types of dictionaries in terms of formats and language, the importance of using a dictionary as a learning tool, and some strategies suggested to teach dictionary skills. Whereas, the second chapter is the practical part which highlights the attitudes of EFL students in Adrar towards dictionary use, the type of dictionary preferred by them, and the difficulties may encounter these students while using dictionary.

This present study is both quantitative and qualitative because the methodology used in this study is the mixed-method, in which a questionnaire and semi-structured interviewees are used to collect data. The questionnaire and interviews are addressed to first and second year students in University of Adrar because in first and second year BA students study both

receptive and productive language skills (listening, speaking, and writing), in which these skills require the use of dictionary.

Our study follow the APA style 6th edition. APA style is “*widely accepted in the social sciences and other fields, such as education, business, and nursing*” (The Owl Purdue, 2011). The sixth edition of APA style was published in 2010. The APA citation format requires parenthetical citations within the text rather than endnotes or footnotes. In-text citations, in this study, provide brief information, usually the name of the author and the date of publication, to lead the reader to the source of information in the reference list at the end of the study.

Chapter One

1.1 Introduction

A Dictionary plays an important role in learning a foreign language (FL). It is the essence of any teaching program and the first task of teachers is to teach their student how to use a dictionary. A dictionary is considered as a primary source of any FL and a significant tool of learning it because it contains a large number of words, provides huge amount of information about those words, and it provides lexical information that cannot be obtained from another source.

The primary objective of this chapter is to demonstrate the importance of the dictionary in language teaching and learning, so that, users of dictionary as a source of language and a learning tool can increase their verbal wealth and their ability to use this resource effectively. In view of that, this chapter will address also the different types of English dictionary in terms of language and formats, and which dictionary for whom.

1.2 What Is a Dictionary?

The word 'dictionary' comes from the Latin word "dictionarium" through French "dictionnaire" which accurately means "...a book of sayings" Hartmann (1992). However, in its modern usage, the word '*dictionary*' is defined as a book that displays a list of words in alphabetical order accompanied by their meanings and related information about them. The words in an English dictionary always appear in alphabetical order from **A** to **Z**. For example, the word **Dip** comes after the word **Court** and before the word **Elbow**, similarly, the word **Young** appears after the word **Wrong** and before the word **Zone**. This is the alphabetical listing in a dictionary. Therefore, in order to find a word in a dictionary, it is necessary to know the order of the letters From **A** to **Z**. The words under each letter are also listed in alphabetical order. Words having the first letter in common, are arrange based on the second

letter. Equally, if the second letter is common, then the words are arranged based on the third letter and so on. For instance, the three words “Gate, Goat and Golf” have the first letter (g) in common, so, we look at the second letters of these words. In the alphabetical order, the letter ‘a’ comes before the letter ‘o’ therefore the word “**gate**” will appear before the words “**goat**” and “**golf**” in the an English dictionary. In the case of the words “goat” and “golf” the first two letters are the same, so these words are arranged according to the third letters ‘a’ and ‘l’. As we know, ‘a’ comes before ‘l’ therefore the word “**goat**” appears before the word “**golf**”.

Besides the alphabetical arrangement in a dictionary, there are other features that facilitate the use of a dictionary:

- *Entry words*: are the main words that are explained in a dictionary. These words appear in bold type font, which makes it easier to locate the target word, and they are written in a slightly bigger font compared to that of their information.
- *Guidewords*: refer to a pair of main entry words printed on the top of each page. The guideword that appears on the left hand side refer to the first entry listed on that page. Moreover, the guideword that appears on the right hand side refers to the last entry listed on that page. Accordingly, any entry words that appear between a pair of guidewords will appear alphabetically on that page.

As an illustration for entry words and guidewords, the following figure presents them more clearly.

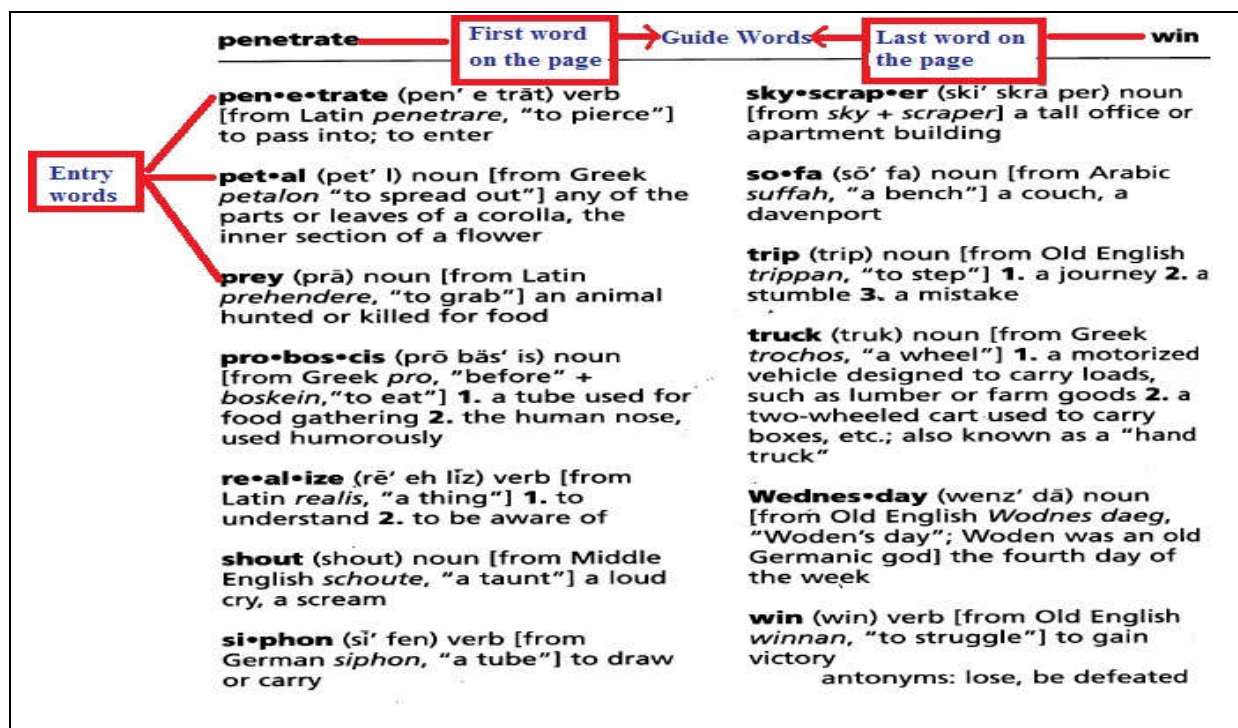


Figure 1.1 Guide and Entry Words in Collins Dictionary 4th Edition

The above features make the users of dictionary find the meaning of words easily and quickly. However, a dictionary is not only a source of meanings, but also a treasure house of information, such as, parts of speech, spelling, pronunciation, and so on. Zgusta (1971) suggests a comprehensive definition of the dictionary in his reliable text on lexicography:

"A dictionary is a systematically arranged list of socialized linguistic forms compiled from the speech habits of a given speech community and commented upon in such a way that the qualified reader understands the meaning of each separate form, and is informed of the relevant facts concerning the function of that form in its community".

Apart from giving the meaning of a word, a dictionary has many other uses too. It provides definitions of entry words in which the definition gives the meaning of the word. A word may have more than one definition. In that case, the definitions are listed and numbered.

The dictionary also provides the spelling of a word. Some words can be tricky to find based on their spelling or pronunciation. Moreover, the dictionary provides pronunciation of each entry word. The pronunciation key shows how to say a word, syllable and stress. The phonetic symbols used in the key are listed in a chart at the beginning or the end of a dictionary. The syllabification is a guide of the number syllables that an entry word has. It provides a division of each word into syllables using hyphens. Furthermore, Dictionaries provide parts of speech in abbreviations for each definition of an entry word. The part of speech indicates whether the word is being used as a noun, pronoun, adjective, verb, adverb, conjunction, preposition or interjection. It also provides list of synonyms and antonyms for the given entry word. Besides all of this, dictionary gives the origin/history of a word, idioms, collocations, and examples of the correct use of an entry word.

There are many kinds of dictionary, such as thesaurus and glossary. Thesaurus is a dictionary containing classified list of words that have similar meanings. It lists synonyms and antonyms. A thesaurus is like a synonym-finder. While the glossary is a dictionary that contains a list of words on a particular subject or field and provides information about them, for example, dictionary of medicine, music or linguistics.

1.3 History of English Dictionary

Throughout the medieval period, some writers such as William Caxton began to compile glossaries most of which provided brief English definition of Latin words and did not have etymology. The word *dictionary* however, was not associated with such books until Thomas Elliott's dictionary was established. During the 16th century, many words were borrowed from classical languages introduced to English. As a result, readers felt they needed an English dictionary. Robert Cawdrey's hard word dictionary "*A Table Alphabetical*" (1604), provided the solution. A hard word dictionary is a dictionary that only provides words

that people would not know. Therefore, a hard word dictionary is not like our modern dictionaries that have an average of five thousand words and describes English vocabulary. Cawdery's dictionary is only included approximately 2500 words. Lexicographers like Capri did not see the point in having extensive dictionaries that define words most people knew. He believed that people would only defer to dictionaries to discover the meaning of words that they did not know. During the 17th century, more and hard word dictionaries continued to appear.

Now that we talked about the earliest English dictionaries, we will talk about the beginnings of modern lexicography. During the 18th, John Kersey composed a dictionary called "*A new English Dictionary*", which was the first to include common words. Nathan Bailey's "*A Universal Etymology Dictionary*" took Kersey's dictionary to a new level. Bailey's dictionary included about 40000 words and was the first that paid close attention to etymology. However, Samuel Johnson was lexicographer who cast a shadow on these previous writers of century by writing dictionaries of the English language. Compared to the other, Johnson's dictionary was better organized, more consistently analytic, more systematic in its pronunciation and in its definitions, not only precise but also often quite eloquent. Johnson was also well known for the forty entries with his dictionary.

1.4 Types of Dictionary

Dictionaries can be categorized into many criteria. One way of classification is by the number of languages that a dictionary contains. Types of dictionaries in terms of language are: bilingual, bilingualized, and monolingual dictionary. While the other criteria that categories dictionary is formats. Electronic and paper dictionaries are types of dictionaries in terms of format.

1.4.1 Bilingual, Bilingualized, and Monolingual Dictionary

Bilingual dictionaries are written in two languages, for example, English-Arabic and Arabic-English dictionaries. On the other hand, monolingual dictionaries are written in only one language, for instance, English-English dictionary. Concerning bilingualized dictionaries, they are combination between monolingual and bilingual dictionaries. They contain monolingual L2 definitions immediately followed by translation in L1, English-English-Arabic dictionary.

- Some of the famous monolingual dictionaries:

- 1) Oxford for Advanced learners' dictionary.
- 2) Cambridge Learner's dictionary.
- 3) Collins English Dictionary.
- 4) Longman English Dictionary.

- Some of the famous bilingual dictionaries :

- 1) Oxford Wordpower Dictionary.
- 2) Cambridge Dictionary.
- 3) EL-Mawrid: A Modern Arabic-English dictionary.
- 4) The Golden Al-Wafi

Monolingual, bilingual, and bilingualized dictionaries can be presented in many forms: Paper-based dictionaries and electronic dictionaries (or computer-based dictionaries)

1.4.2 Paper and Electronic Dictionaries

The use of electronic dictionaries is a recent phenomenon. Electronic dictionaries are the converted version of the traditional dictionary (paper dictionary), not the other way round, as all electronic dictionaries have the common feature that the data is stored on electronic computer files.

There are three types of electronic dictionaries: dictionaries on CD-ROM, Pocket electronic dictionaries (PEDs), and online dictionaries (on the internet) According to Nesi (2000), the major difference between paper and electronic dictionaries is not in the content, but on their recovery system. Online dictionaries are usually free to use, dictionaries accessible via the Internet, such as Meriam-Webster Online dictionary. Electronic dictionary has unlimited words, while; the paper dictionary has approximately 50000 words. Another positive feature of an electronic dictionary is that, it is easy to carry around and to use.

1.5 The Importance of Dictionaries as a Learning Tool

According to Thornbury (2002), knowing a word include knowing its written and spoken form, its meanings and the words that are usually connected with, its derivation, how it is used in different situations, its frequency, its grammatical behavior, and how it can be used as a verb, noun, adverb, etc. Learners can find by themselves all this information in a well-chosen dictionary. Using a dictionary as a tool of learning English as a foreign language is very important in which:

- *It can help to develop self-sufficiency.* In their book “*Working with Words*”, Gairns and Redman (2007) state that, the benefits of dictionaries to language learners should not be neglected in language classes. Unfortunately, in most classrooms, teachers do not give so much time for dictionary use. However,

dictionary training should be an essential part of any syllabus. Teachers should teach their students how to use a dictionary because the learner who makes good use of a dictionary will be able to continue learning outside the classroom and this will give him considerable autonomy about the decisions he/she makes about his/her own learning.

- *It gives the learner good learning habits. “There is tremendous amount of information in a good learner’s dictionary – sometimes an overwhelming amount. Helping students tap into that information efficiently is one of the best ways to help them become independent, lifelong language learners.”*

Leaney (2007) Dictionaries are very rich learning and teaching tool and a well-chosen dictionary can help learners to fully understand a word and build a large vocabulary.

Moreover, dictionaries can help in developing vocabulary, comprehension and independence. They do not only teach students skills associated to vocabulary and word identification; they also build up the interaction between language and culture. Therefore, the need of dictionary in ESL classrooms is very necessary.

1.6 The Need of Dictionary in ESL Classroom

Dictionaries give power and energy to students by making them independent and more responsible for their own learning. When students learn how to use dictionaries effectively, they will be self-reliant in finding the correct information on their own. Dictionaries are the most useful learning tool in the ESL classroom. Nevertheless, teachers need to teach explicitly their students dictionary skills so that it can be used more frequently in classroom. More importantly, dictionary use can improve vocabulary acquisition and

comprehension. Moreover, if the dictionary is adequately current, and idioms collocations are included, the student can be open to the contemporary culture as seen through language.

According to Bilash and Loewen (1999), Teachers need to explicitly teach their student how to use dictionary because:

“If we do not teach students how to use the dictionary, it is unlikely that they will demand that they be taught, since, while teachers do not believe that students have adequate dictionary skills, students believe that they do” (Bilash, and Loewen, 1999, p.4)

Dictionaries are not ‘*self-explanatory*’, as a result; instructions are needed to make the use of dictionary easy, so that, students can find the desired information, and pick the appropriate meaning for the task in hand. In other words, students need to learn how a dictionary works, how a dictionary or reference resource can help them, and also how to become conscious of what they need and what type of dictionary will suits their needs.

However, in many countries (including Algeria), do not comprise teaching dictionary use in their EFL syllabuses as specific component. Consequently, teachers who believe that dictionary is a very important learning tool that should not be neglected, and its skills should be taught, find themselves busy preparing their own materials and trying hard to compress the training into the already crowded syllabus. Furthermore, EFL teachers may lack experience and knowledge in teaching the use of dictionaries and even using dictionaries themselves. Therefore, the next element in this chapter represents some strategies of teaching dictionary skills in an ESL classroom, in order to reduce the misery of designing materials and courses.

1.7 Strategies to Teaching Dictionary Use

First of all, students should be familiar with dictionaries at the very beginning stage of learning English as a foreign language (intermediate school). They should be introduced to the typical entries of dictionaries and they should know how to look up a word and what the abbreviations (e.g. [v], *AmE*, *adj*, etc.) in a dictionary stand for.

Second, training students on the use of dictionary effectively should be improved by using a range of dictionary activities. These activities can focus on spelling, parts of speech, definitions, meanings, register, pronunciation, collocations, antonyms/synonyms, American vs. British English, etc. (see *Table 1.1* for some example activities). Yet, students should be given some dictionary activities according to their level.

Finally, teachers should not choose the easy way and just tell the students the word that they do not understand. It may take time to make students used to consulting dictionaries by their own. Preferably, when a student asks what does a word mean?, the teacher can go next to him/her and push him/her to check the dictionary, and even show him/her how to do so.

The following table presents some suggested dictionary activities that will give an opportunity to the students to use a dictionary effectively in classroom. The answers are written in bold type font, and they were taken from Oxford for Advanced learner's Dictionary, 6th edition (2004):

Type of Activity	Example of Questions
Meaning	Use your dictionary to find three different meanings of the word “miss” 1- To fail to hit 2- To feel sad because you can no longer see somebody. 3- To arrive too late
Spelling	How do you spell the noun from the verb “society”? - Socialize
Parts of Speech	Which one is the noun and which one is the verb? a. practice (noun) b. practice (verb)
Definitions	Find the right definition of the underlying word. “I think I’ve <u>sunk</u> my chances of getting the job” Sunk: <i>pp of seek</i>. To prevent somebody’s plan from succeeding.
Vocabulary	Find 3 informal words of “Mother”. 1. Mom 2. Mammy 3. Mama
Pronunciation	Which syllable is stressed in the words bellow: - present (v): <u>present</u> - present (n): <u>present</u>
Collocations	Find prepositions that usually used with the verb “to think” 1. about 2. of 3. in
Antonyms/synonyms	Find 2 synonyms and 1 antonym of the word “increase” Syn: enhance-expand Ant: decrease

American vs. British English	What is the British word of “bathroom”? Toilet
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Table 1.1 Examples of Dictionary Activities

To increase learners’ motivation, the teacher may make a competition that could be done in pairs or groups of three. Each group can have one dictionary and the teacher can ask the questions one by one. The group who finds the answers first and correctly in their dictionary can get points. Having a competition can also increase the students’ speed of looking up a word in a dictionary.

Moreover, another activity can be done in pairs. The teacher gives dictionaries to each one and asks them to come up with questions to ask each other, correct each other, and give marks to each other. This may help students to be self-sufficient. Alternatively, in order to make students used to use dictionary outside the classroom, simply, the teacher gives them a dictionary activities as homework.

In addition to these activities, Pr. Borsali used to give his student homework to work on it during the whole semester and give it to him at the end of this semester. Each student chose a letter, or more, from A to Z and classify all the entry words that begin with this letter and classify them in the following table:

Verb	Its meaning	State/ Action	Transitive/ Intransitive	Preposition	Derived Noun	Idioms
E.g.to practise	1- To do an activity or train regularly so that you can improve your skill. 2- To do something regulary as part of your behavior.	A	I	For	Practice	-‘ Practise what you preach ’: To do the things yourself that you tell other people to do

Table 1.2 Professor Borsali’s Verbs Activity

This activity can improve the students' vocabulary and enhance their awareness in English verbs and their use in the right context.

However, dictionaries are not always effective in some cases. The next element explains when should and should not students consult their dictionaries.

1.8 Dictionaries Dependence

The important role of any dictionary is to define lexical terms, to find the grammatical function of a particular word, and to decide the correct meaning of a word in the case where a single word has more than one definition. Yet, Students should learn how to deal with anonymous words and to consult their dictionary only when it is necessary. The main goal of dictionary use and instruction is to make the student independent from the teacher and dictionaries; i.e. to rely on themselves and to improve their vocabulary. Therefore, when the student is engaged in activities of decoding (speaking or reading), the habitual use of a dictionary will break off the natural flow of communication. Thus, the dictionary should be used only as a resource to support learning; not depend only on it in the learning process. In other words, students should be supported to use their background knowledge and to take chances to solve exercises before consulting a dictionaries.

1.9 Conclusion

Dictionaries are a lifelong learning tool. Through it, EFL learners can build vocabulary, comprehension and independence. Moreover, dictionaries do not only teach learners skills linked to vocabulary and word identification; they also develop upon the

interaction between language and culture. In this chapter, we saw that, teachers should build, emphasize, and model dictionary use skills at all possible times in an ESL classroom. In order for students to enjoy using dictionaries, be comfortable with them as a learning tool, and experience success, teaching dictionary use should be fun and motivated. We gave earlier in this chapter some example of dictionary activities. At the end of this chapter, we conclude that teachers should give great time for mistakes and exploration; as well as providing appropriate feedbacks (discussing both errors and successes).

Chapter Two

2.1 Introduction

It seems certain that dictionary use is an essential process in learning English as a foreign language (EFL). Therefore, this study was made to investigate first, and second year EFL students' in university of Adrar consultation of dictionary. In this chapter we are going to study relative to various types of dictionaries in terms of languages and formats used, the various activities, the types of information looked up, and difficulties in using a dictionary, which may help us better understand why dictionary user is not always successful. Thus, the current study emerges in response to the demand for further research in the field.

2.2 Methodology

The methodology that we follow in this study is a mixed-method between quantitative and qualitative method, because; our study requires questionnaire and interview for data collection. We are going to talk about questionnaire and interview in more details later on.

2.3 Participants

A total of 220 first and second year students study in the English Department at University of Adrar participated in this study. Our participants have been studying English as a foreign language for at least 7-9 years. The reason of choosing first and second year students, is because, they study Listening, Written Expression, and Speaking, in which they are required in the third part of this chapter.

2.4 Instruments

This study used two investigative tools, namely, a structured questionnaire and semi-structured interviews. Both were chosen as the main investigative techniques for this study, taking into account their reliability, validity, and appropriateness for research purposes. This study combined the two methods to reveal a more complete picture of learners' behavior towards dictionaries.

2.4.1 Questionnaire

There are four parts in the questionnaire. First part is about investigating whether the participants received instructions in dictionary use or not, and their habits and attitudes toward dictionary use in general. It consists of seven close-ended questions. The second part investigates dictionary use from different angles. What kind of dictionaries do the EFL students in University of Adrar prefer to use in terms of language (bilingual or monolingual) and in terms of formats (paper or electronic)? It examines also the participants' attitudes about the usefulness of these types. The third section investigates to what extent the participants consult a dictionary in relation to various language skills. This is to discover whether the participants use a dictionary for decoding or encoding. In the fourth part, the participants were given 10 statements and they were asked to put an X mark in the Yes or No box in front of each statement. The purpose from this part is to explore which kind of information are looked-up in the dictionary by Adrar EFL students. The last part sheds light on difficulties in using dictionary. The questionnaire was distributed to the participants on the 13th and 14th of April. For Academic and ethical purposes, they were asked to put the questionnaire in the box of our supervisor after they complete it.

The questionnaire results for the items questioned were calculated and then converted in percentage presented in tables. Then, these statistics are presented in graphics to give clearer results for the readers. The version of the questionnaire was given at the appendices at the end of the study. The questionnaire and interview was constructed according to Béjoint (1989) and Arafat Hamouda (2013)

2.4.2 Interviews

The purpose of the semi-structured interviews was to gather more detailed and broader information from participants based on their responses to the questionnaire. While the questionnaire was to provide the quantitative information of the study, the in-depth interviews were conducted to obtain qualitative data. The interviews were conducted to shed light on the

issues that could not be clearly treated from the findings of the questionnaires. Fifteen of the students who had completed the questionnaire were randomly selected and interviewed.

- 1) Have you ever been trained on the use of a dictionary?
- 2) Who recommended that dictionary to you?
- 3) What kind of dictionaries do you use?
- 4) Do you like: bilingual or monolingual dictionary? And why?
- 5) Do you like paper or electronic dictionary? And why?
- 6) What kind of information do you look up in your dictionary?
- 7) What are the various types of EFL activities that require dictionary use?
- 8) Have you had any problems in using dictionaries? What are they?

2.5 Analysis of the Findings

The findings are presented in tables preceded by a figure to give a clear view of the results to the reader. We made a comparison between our findings and findings of previous researches on this field to see the use of dictionaries in other countries too.

2.5.1 Part One:

2.5.1.1 Instruction Received in Dictionary Using Skills

The following section of this study has been specified for the (Q1) of the research “Have you ever been taught in class how to use a dictionary?” The first section of the questionnaire will give an overview to the respondents' behavior towards the dictionary. It will start with what kind of training that students have on the use of the dictionary. It will give background information about the respondents' previous experience with dictionaries, e.g. 'when did you get your first dictionary?'

	Yes	%.	No	%.
Q1) Have you been taught in class how to use a dictionary?	36	16%%	180	84%
Q2) If yes, Did you have any systematic teaching and precise instructions on how to use a dictionary?				
Q3) Do you know how to use a dictionary?	120	55%	102	45%

Table 2.1 Instruction 2received in Dictionary Using Skills

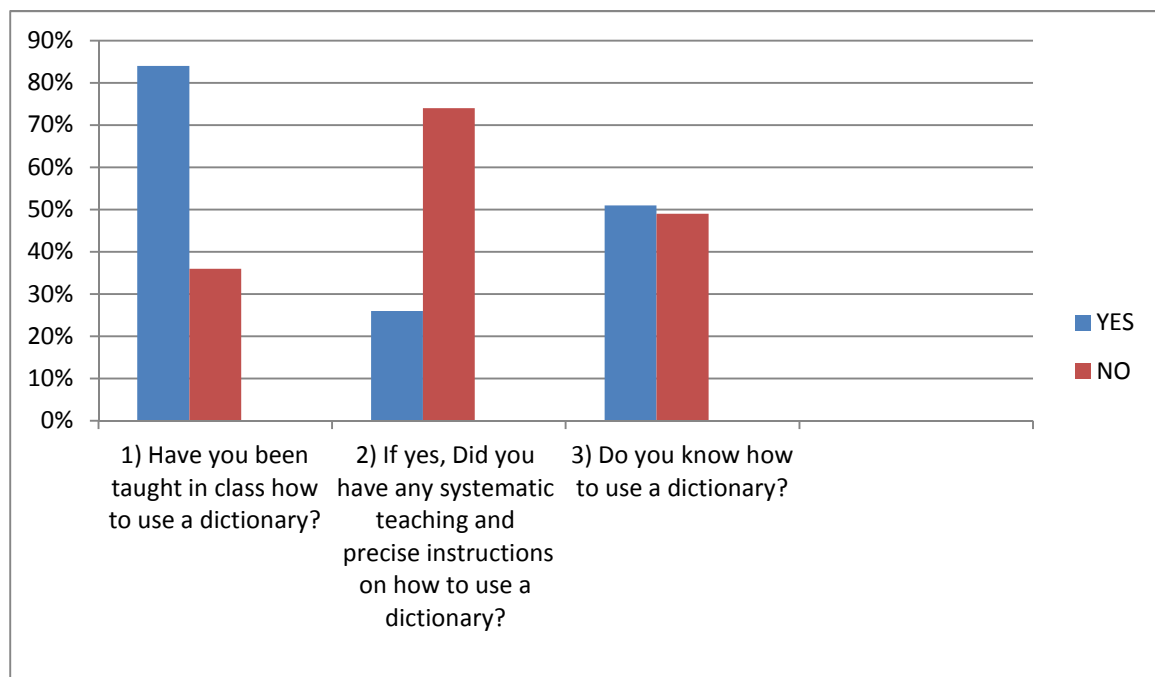


Figure 2.1 Instruction Received in Dictionary Using Skills

The first table displays the answers of simple yes or no question. It shows the results whether the participants had received any form of training and instructions in dictionary use during their years of studying English. 36 (16%) students stated that they had received some instruction, while 184 (84%) students responded that they had no instruction. In many cases, secondary schools provide only a very simple instruction in dictionary use, so we asked the participants again whether they had received a systematic training in dictionary use or no. Only 12% of the participants said they had received a structured instruction. Our result is parallel to the results of the study of Al-Ajmi (1992) and Hartmann (1999) which exposed a lack of training in dictionary use. Both researchers found that the majority of students stated

that they never had a systematic instruction in dictionary use, while the minority of them said they had training in using dictionary. The findings above show that teaching dictionary use is a big problem even though there are many researchers try to increase the awareness of its importance. This problem was posited by Li (1998); teachers at the middle and high school think it is not important to give formal instructions on dictionary use, while teachers at the university believe it is the job of pre-university teachers and part of the curriculum. This leaves a huge gap in dictionary training in both the Chinese situation according to Li and the Adarian situation according to our findings. It is quite evident that some students and teachers neglect the significant of training on dictionary use, and they think that dictionary use is very simple process that does not need training.

Al-Ajmi (1992) in his research on Kuwaiti EFL learners' use of dictionary, observed that many people think that the training on dictionary use should not go beyond the intermediate stage. One interviewee confirmed this observation in relation to her secondary school stage in which she had a mini pocket dictionary that she used only to find the meaning of a word. Yet, she described the university stage as the place where a more advanced dictionary is required and the focus is not only on the meaning but also on other areas (pronunciation, word origins, grammatical information, collocations...etc). She commented: *"We used to use dictionary at high school to look up meanings of words, but now, we use it for more complex purposes like: searching whether the verb is transitive or intransitive, or the pronunciation of a word"*.

Concerning (Q3), whether they know how to use the dictionary effectively or not, and 120 students (55%) answered with 'yes' and only 102 students (45%) claim that they cannot use the dictionary effectively. Therefore, it is quite evident that they do not know how to use the dictionary effectively.

Another interviewee assumed that training should be done at the pre-university to make learning easy and to attract students' attention to the important of dictionary. He felt

sorry because he started using dictionary effectively in the university stage. The following table shows when the Ararian students started using their dictionary.

Q4) When did you start using the dictionary?	Nr.	%.
-Intermediate school	22	10%
-Secondary school	107	49%
-University	91	41%

Table 2.2 Stage on Which Adrarian Students Started Consulting Dictionaries

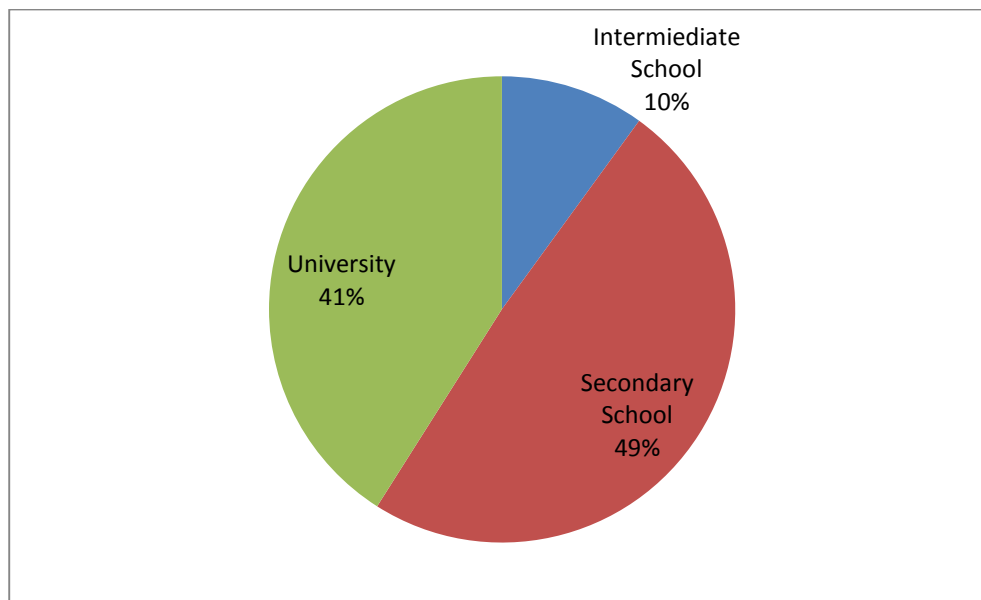


Figure 2.2 Stage on Which Adrarian Students Started Consulting Dictionaries

At the early stage, a few students (10%) started using dictionary. While 49 % of Ararian students started using it at secondary school. From the information collected from the interviews, some of students stated that they did not need a dictionary before university because their branches were scientific not literary where English was not important. Some hold responsible to their teachers who did not ask them to use a dictionary or even to buy it and use it at home.

2.5.2.2 The Behavior towards Dictionary Use

This part aims to show the statistical results and the data analysis, so as to answer the second question addressed in this study (What kind of dictionaries do the Adrarian EFL students use? And what is their behavior towards the different types of dictionaries: bilingual vs. monolingual dictionary and paper vs. electronic dictionary?) The results are presented and analyzed quantitatively.

	Yes	%.	No	%.
I don't like to use a dictionary.	68	30%	152	70%
I like using a dictionary during lessons.	115	52%	105	48%
A Dictionary is a precious learning tool for me.	121	55%	99	45%
I am satisfied with the kind of dictionary I use in classroom.	201	91%	19	8%

Table 2.3: Students' Behavior towards Dictionary Use

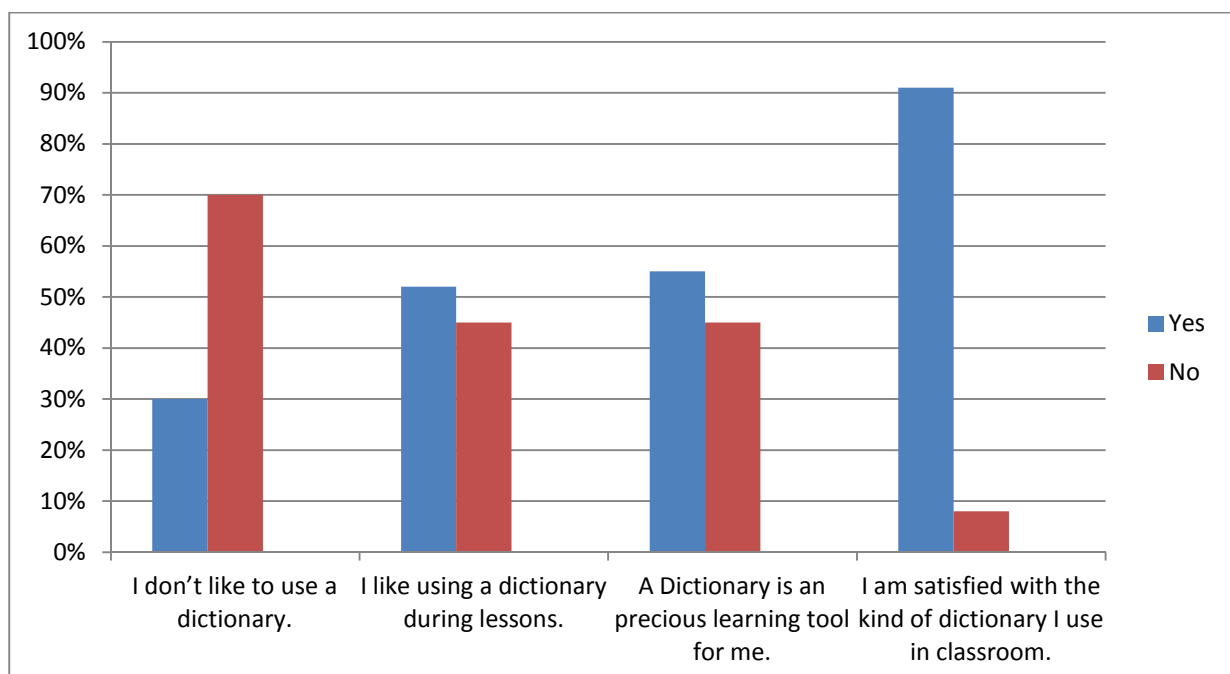


Figure 2.3: Students' Behavior towards Dictionary Use

With regard to the statement "I don't like to use a dictionary." 68 students (30%) answered "yes" whereas 152 students (70%) disagreed. For that reason, it is quite clear that a

considerable number of the students didn't like to use the dictionary in classroom. As for next question, whether they like to use dictionaries during lessons, 115 students (52%) said they like the idea of using dictionaries during lessons, and 105 students (48%) disagreed. This suggests that a significant number of the students are not in favor of using dictionary during lessons. In response to question, whether a dictionary is a precious learning tool for them or not, 55% of the students agreed, and 45% of the respondents disagreed, so they believed that it is not a valuable learning tool. This result suggests that a considerable number of the students value the use of dictionary and they believe it is a valuable source. Concerning their satisfaction of the kind of dictionary they use, 112 students (91%) report that they are satisfied, whereas, 8 students (9%) say they are not satisfied. It is quite evident that a considerable number of students think they are unsatisfied with the kind of dictionary they are using which is monolingual dictionary. The previous results presented in table 2 are in line with the views of the interviewees which were positive responses: on interviewee says, *"I know how to use the dictionaries not only to find the meaning but also to find other language aspect etc."* Another interviewee adds *"Dictionaries are useful in academic writings. The dictionary gives me knowledge in some difficult words (countable, uncountable, definite, etc.)."* A third interviewee thinks that the dictionary is *"an important tool in class. Helps you understand phrases/sentences and assists in the use of 'Articles' by telling whether it is a verb, adjective, noun etc."* A fourth interviewee shows his attitude toward the use of dictionaries by saying, *"I think using a dictionary is an effective way to learn."* Only one student was not entirely satisfied: *"Dictionary consultation is a boring process. I still did not like to use any dictionary."*

2.5.3 Part Two:

2.5.3.1 The Attitude towards Types of Dictionaries in Terms of Language

Table 4 below shows the participants' attitude towards these types of dictionary. The next section will investigate dictionary use from different angles. Dictionaries will be looked at according to their differences in type and format. This section obtains information about the respondents' view on how useful they think different dictionary language types are. The results of the respondents' attitudes about the usefulness of these types will be presented in table 4

	Yes	%.	No	%.
I like to use the E-A bilingual dictionary.	123	55%	97	45%
I like to use the A-E bilingual dictionary.	87	40%	143	60%
I like to use the E-E-A bilingual dictionary.	155	70%	65	30%
I like to use English monolingual dictionary.	102	46%	118	54%

Table 2.4: Students' Behavior towards Different types Dictionary in Terms of Language

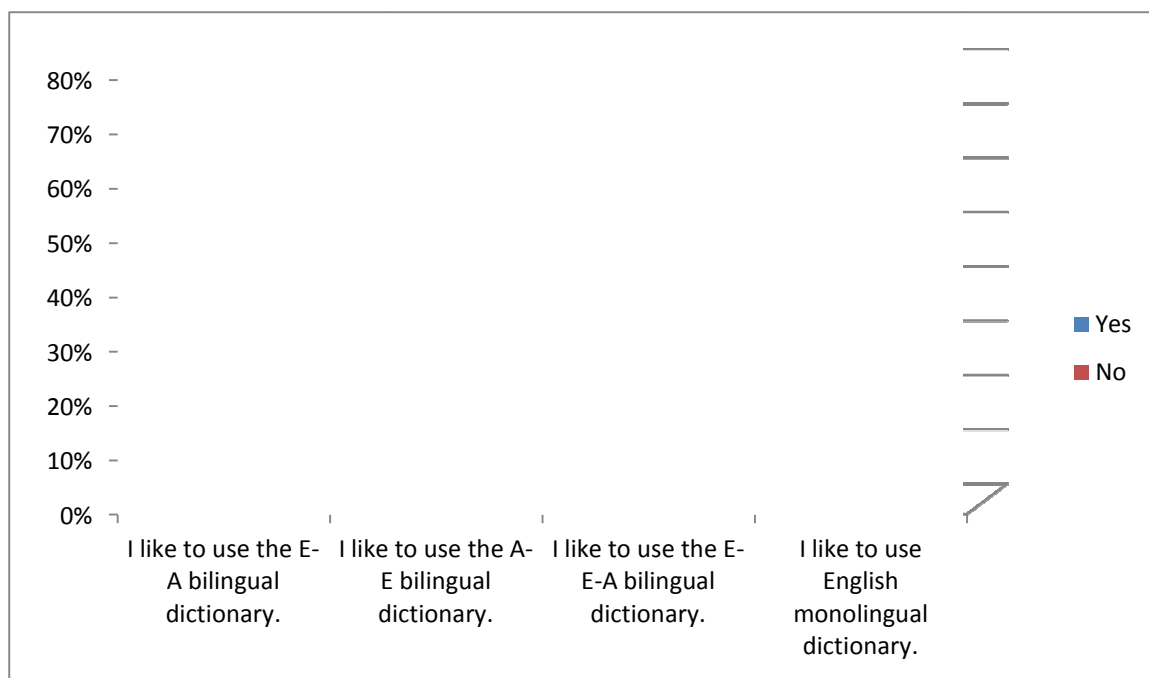


Figure 2.4: Students' Behavior towards Different types Dictionary in Terms of Language

The Attitude toward E-A Dictionary. The E-A bilingual dictionary topped the list of the most useful type the dictionary as it did in the most frequently used types list. A high percentage of the EFL Adrarian students (70%) prefer the E-E-A bilingual dictionaries to the

other types. This finding of greater use of the bilingual E-E-A dictionary compared to the other types of dictionaries is similar to the results of other studies on Arab students. Al-Ajmi (1992), for example, found that the majority of his participants preferred the bilingual E-E-A over other types of dictionary. Diab (1990) also found the same results for his Jordanian students during their school education. Moreover, Al-Fuhaid (2004) confirmed that the E-E-A dictionary was not only “*the most used type of dictionary, but also the most used strategy out of all vocabulary learning discovery strategies*” This due to some affective reasons that are supposed to be engaged in this kind of strong preference for bilingual dictionaries. The learner always feels comfortable when he/she can translate or explain the target language in his/her native language. “*I find more problems in the use of monolingual dictionaries because I cannot understand the definitions easily and it takes so much time to understand a word*”, this saying of an interviewee confirm the last idea.

In addition, Tomaszczyk (1983) shows that second language learners use bilingual dictionary not only for productive but also for receptive skills, which confirm the view that a learner should be aware of the equivalent of an L1 word in order to learn an L2 word. Only a bilingual dictionary can easily provide such equivalents, mainly for some types of words such as technical terms. Three interviewees explain why they prefer to use the bilingual dictionary on the other types; they assert that using a bilingual dictionary to look up an Arabic equivalent helped them a lot in memorizing the meaning of an English word.

The Attitude toward A-E Dictionary. The next preferred type of dictionary is A-E bilingual dictionary. 55% of the participants like to use the A-E bilingual dictionary. The bilingual A-E dictionary came second in the ranking order. The reason for this may be the role of A-E dictionary in encoding skills (writing). Yet, the role of the bilingual A-E dictionary can take part in providing learners with lexical items that they are looking to use for their writing. In the other hand, speaking and Arabic-English/English-Arabic translation is quite hard to be played by any other dictionary type. Yet, a problem showed up when we asked an

interviewee if he is with using bilingual dictionary. He argued that, the A-E bilingual dictionary at times provides him with uncommon words. For that reason, he sometimes leans to take the word that he gets from this type of dictionary and looks it up in a monolingual dictionary to verify whether it is common or not. As we have said earlier, the best dictionary used for writing skill is the A-E bilingual dictionary, the interviewees who said that they do not use this dictionary they do not normally use any type of dictionary in encoding.

Attitudes toward E-E-Arabic Dictionary. 70% of Adrarian EFL students agreed on the use of E-E-A dictionaries (bilingualized dictionaries). A bilingualized dictionary is a combination of bilingual and monolingual dictionary, as Hartmann (1992) said: “...*The results of an adaption of bilingual and monolingual English learners' dictionary.*” The positive thing about bilingualized dictionaries is that, if the target English entry word has more than one meaning, then each meaning is translated in the source language. But, it will make its users always think in their mother tongue rather than English as we have explained in the first chapter. According to our findings, the bilingualized dictionary ranked the first in terms of students' preferred type of dictionary. Scholfield (1997) considers the bilingualized dictionary as the '*best of both worlds*'. It avoids many of the lacks of using a bilingual or a monolingual dictionary alone. Some of the interviewees claimed that they rarely use bilingualized dictionary and none of them said it was his/her primary dictionary. Unexpectedly, one of the interviewees revealed a problem which contradicts the statement of Scholfield. She stated that, when she first used this kind of dictionary, she recognized that the bilingualized dictionary does not have the features of a monolingual dictionary and the advantages of bilingual dictionary. We conclude from our statistics and data of the interviews that, the bilingualized dictionaries are preferably used when we want to switch from the early stage of using bilingual dictionaries to the stage of using monolingual dictionaries

The Attitude toward Monolingual Dictionary. Only 46% of students prefer to use monolingual dictionaries. These findings are in contrary to the findings of other researchers. The monolingual dictionary use ranked the third, and this is not a satisfying result since teachers and language methodologists always recommend using monolingual dictionary rather than any other types of dictionary. They emphasis on the use of this kind of dictionary because it introduces learners directly to the English language and it makes learners think in English. Since the bilingualized and E-A dictionary Ranked above the monolingual dictionary, we bring to a close that, Adrarian EFL learners tend and feel comfortable when they translate from the target language to the source language and vice-versa.

One interviewee confirmed the importance of using monolingual dictionaries and the view “monolingual dictionaries make the learner think in the target language”. She said that she is not in favor with the use of monolingual dictionaries (MDs) but her friend who always uses a MD, expresses herself very well in English and she does not find any difficulty in both decoding and encoding skills. She added: “...but don’t ask her about their meanings in Arabic.”

2.5.3.2 Use of Dictionary in Terms of Formats

This following section deals with the students’ attitudes towards the paper dictionary, the e-dictionary and online dictionary. The results are presented in Table 1.5 below:

	Yes	%.	No	%.
- I use paper dictionary	100	45%	120	54%
- I use electronic dictionary	190	86%	30	14%
- I use online dictionary	33	15%	187	85%

Table 2.5: Use of Dictionary in Terms of Formats

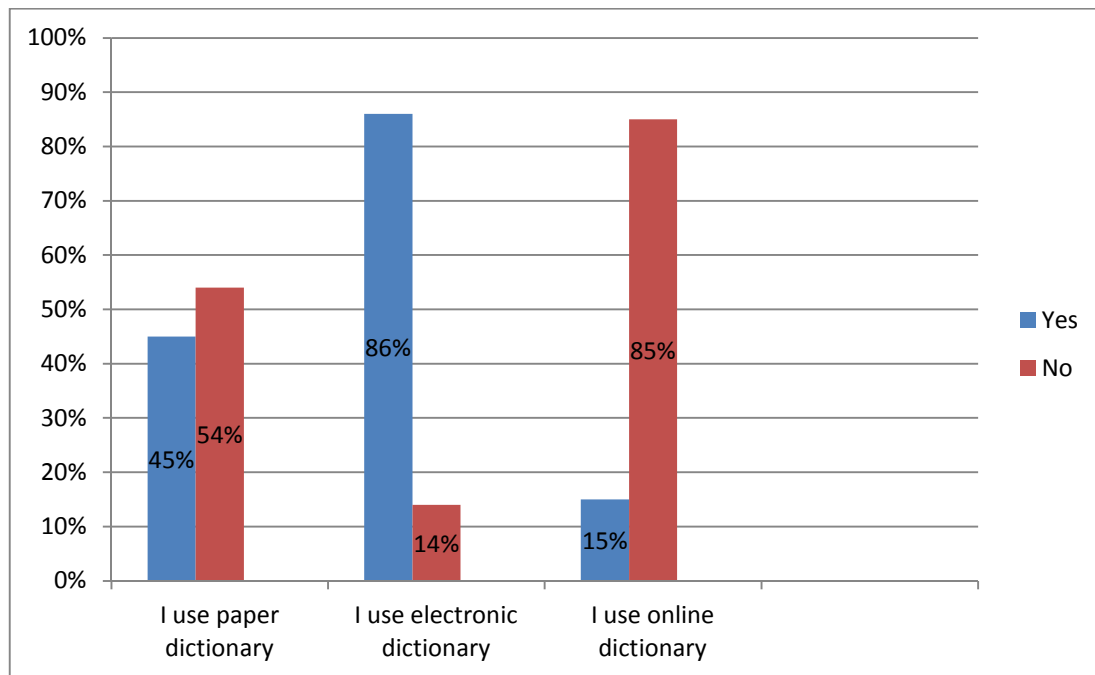


Figure 2.5: Use of Dictionary in Terms of Formats

The results of this section were expected. In which the e-dictionary (ED) is the most frequently used by the participants. 190 over 220 (86%) participants like to use the e-dictionary, while, 14% of them like to use the paper dictionary. The online dictionary (OD) is least preferred (15%). These results are similar to Ryu's (2006) who found that ED groups were superior to PD groups in Korea. According to these results, we can say that the EFL learners tend to use ED because they need less time for dictionary consultation and read faster unlike the PD. One interviewee confirmed this view. He said that the ED is easy to carry out and easy to find with a simple click rather than flipping pages which takes more time.

Concerning online dictionaries (ODs), only 85% of the participants do not prefer to use dictionaries in this format. This may be due to the fact that these students cannot get access to the internet whenever and wherever they want.

Usually in a classroom setting, teachers do not allow their students to use ED in their smart phones and they prefer their students to use paper dictionary because when a target entry is read in a paper dictionary, there is a tendency to read consciously or unconsciously words printed on the same or the opposite page. Additionally, unlike computer-based

dictionaries, printed dictionaries do not require special tools such as a monitor, software, cables, or batteries to be accessed, (Arafat Hamouda, 2013)

2.5.3.3 Reasons for Preference of an Electronic Dictionary

Since the results of the previous section were predicted, we set the next question in the questionnaire accordingly. This section deals with the reasons that make Adrarian EFL learners prefer electronic dictionaries. The statistics are shown in the following Table

	Nr.	%.
1- Quick and easy to use.	197	90%
2- Easy to carry around	178	81%
3- Make understanding the information easier	166	75%
4- Rich and significant amount of information	162	74%
5- Simultaneous consulting of multiple dictionaries	138	63%
6- Easy to find examples, synonyms, antonyms	120	55%
7- Availability of voiced pronunciation	114	54%

Table 2.6: Reasons for Preferring an Electronic Dictionary on Paper Dictionary

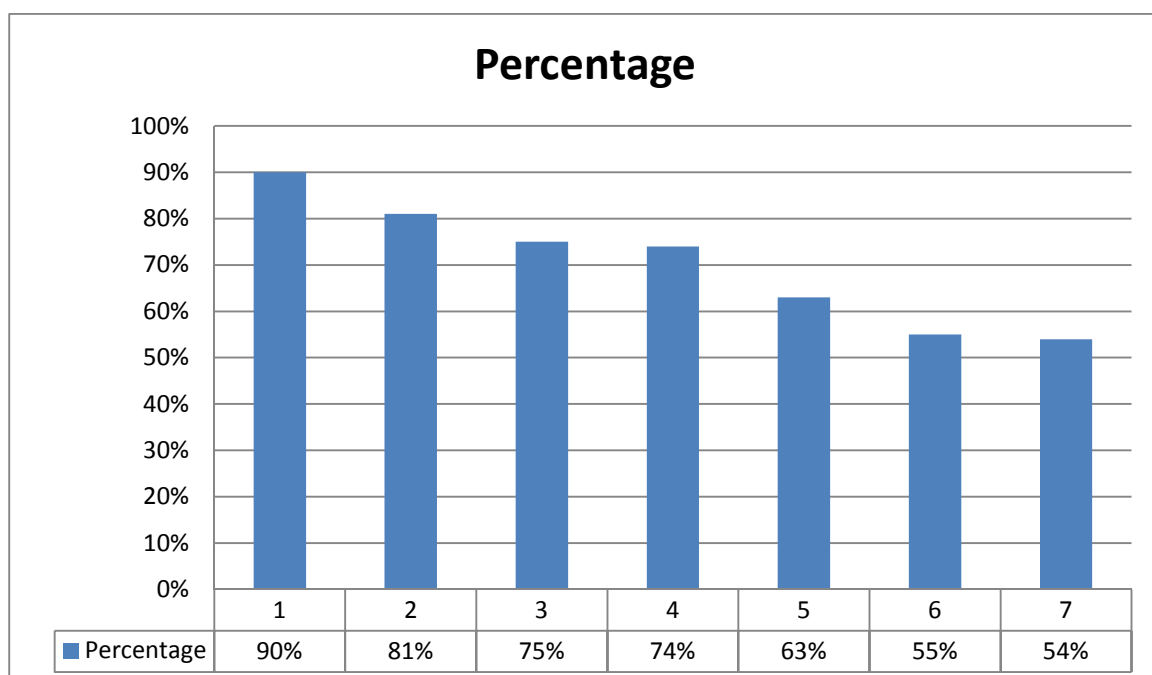


Figure 1.6: Reasons for Preferring an Electronic Dictionary on Paper Dictionary

The students seem to believe that the main reason of using an ED is the quickness and easiness of use. Students also expected comprehensible and all-inclusive information from their dictionary. These results are similar to that of Nesi (1999) who states that all students in his survey were satisfied with their electronic dictionaries. And the reasons of this, according to him, are: *“portability, ease of use, availability of sound, the provision of a variety of search routes, and the capacity of being expanded and/or linked to other applications.”* (Nesi, 1999).

2.5.6 Part Three

2.5.6.1 Use of Students' Dictionaries in Their English Language Class

Activities

This section investigates the purpose of using dictionary. It explores how far Adrarian EFL learners consult their dictionaries on the four essential language skills: listening, reading, writing and speaking. It also follows Bejoint's (1981) study of his students in adding both directions of translation to these skills in order to see how far dictionaries are used for decoding (listening, reading and E-A translation), and encoding (writing, speaking and A-E translation). The results are presented in the following table:

	Yes	%.	No	%.
I use the dictionary during or after listening	41	19%	179	81%
I use the dictionary as a result of reading an English text.	197	90%	23	10%
I use the dictionary when I want to write in English	130	59%	90	41%
I use the dictionary when I speak or want to speak in English (either for preparation or after speaking).	16	7%	204	93%
I use the dictionary to translate from Arabic into English or from English into Arabic.	211	96%	9	4%

Table 2.7: Use of Students' Dictionaries in Their English Language Class Activities

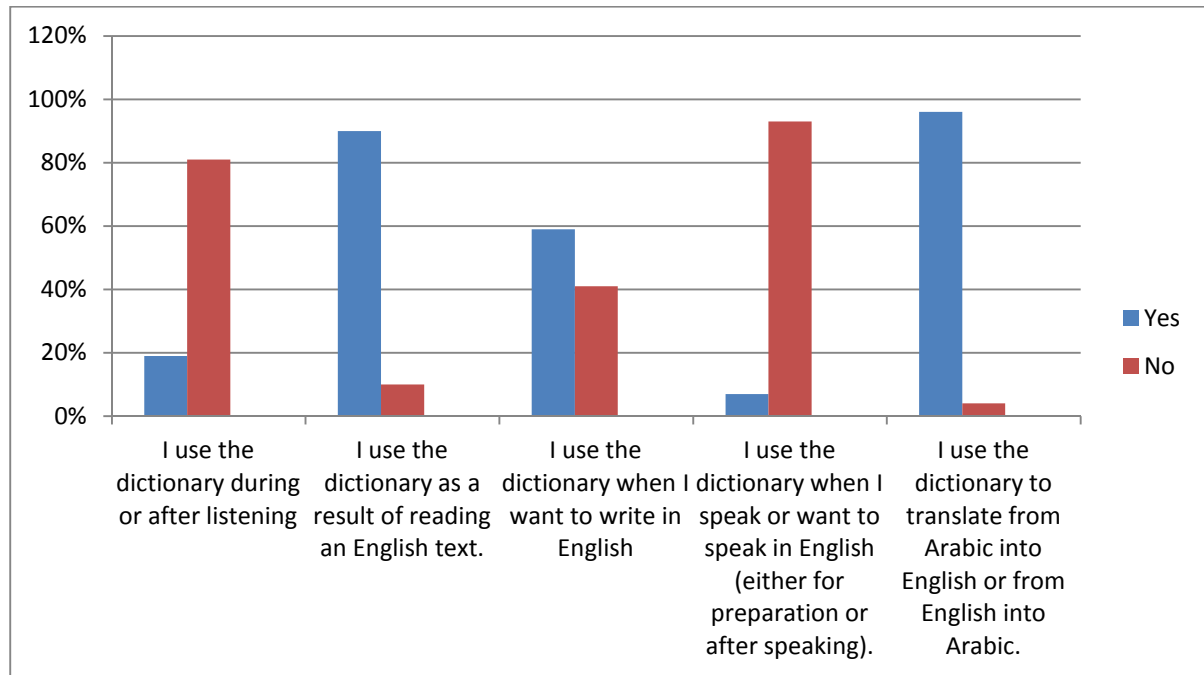


Table 2.7: Use of Students' Dictionaries in Their English Language Class Activities

The questionnaire results evidently presents 96% of the students use their dictionaries generally while working on a translation task or on a written assignment (59%). In addition, Reading textbooks also entails frequent use of dictionaries (90%). Concerning the other skills, 19% of the informants use them for listening activities and only 7% for speaking. These results go in harmony with that of Bejoint (1981). He concluded that EFL learners typically use the dictionary for other language activities according to “*the following descending ranking order of frequency*”: E-A translation, reading, A-E translation, and writing. They also use the dictionary for listening and speaking but with a less rate of recurrence than that of the previous mentioned activities.

2.5.6.2 Information Looked-up in a Dictionary

This section tackles the varieties of information that Adrar EFL learners look up in their dictionaries. The 220 participants were asked about the type of information they usually look up in their dictionary. Eleven kinds of information were presented in the questionnaire to obtain answers on how usually they are looked up by the participants. Results are presented in next table:

	Yes	%.	No	%.
1- I use a dictionary to look up the meaning of a word or a phrase.	220	100%	-	-
2- I use a dictionary for synonyms (similar words).	53	24%	167	76%
3- I use a dictionary to look up antonyms (the opposites).	58	26%	262	74%
4- I use a dictionary to check spellings	197	90%	23	10%
5- I consult a dictionary when I want to know the pronunciation of a vocabulary item.	140	64%	80	36%
6- I consult a dictionary when I want to see some examples about the uses of a certain word.	72	33%	148	67%
7- I use a dictionary to find out what 'part of speech' a word is (i.e., n., v., adj., etc.) or the derivations of such vocabulary items.	60	27%	160	73%
8- I use a dictionary for etymology.	8	4%	212	96%
9- I use a dictionary to find out whether a word is in common usage.	11	5%	209	95%
10- I use a dictionary to check for collocation, i.e., words and phrases that go with a vocabulary item (e.g., we say a big room' but we do not say a 'huge room ').	23	10%	197	90%
11- I use a dictionary to check the grammatical function/structure of a vocabulary item.	48	22%	172	78%

Table 2.8 : Information Looked up in a Dictionary by EFL Students in Adrar

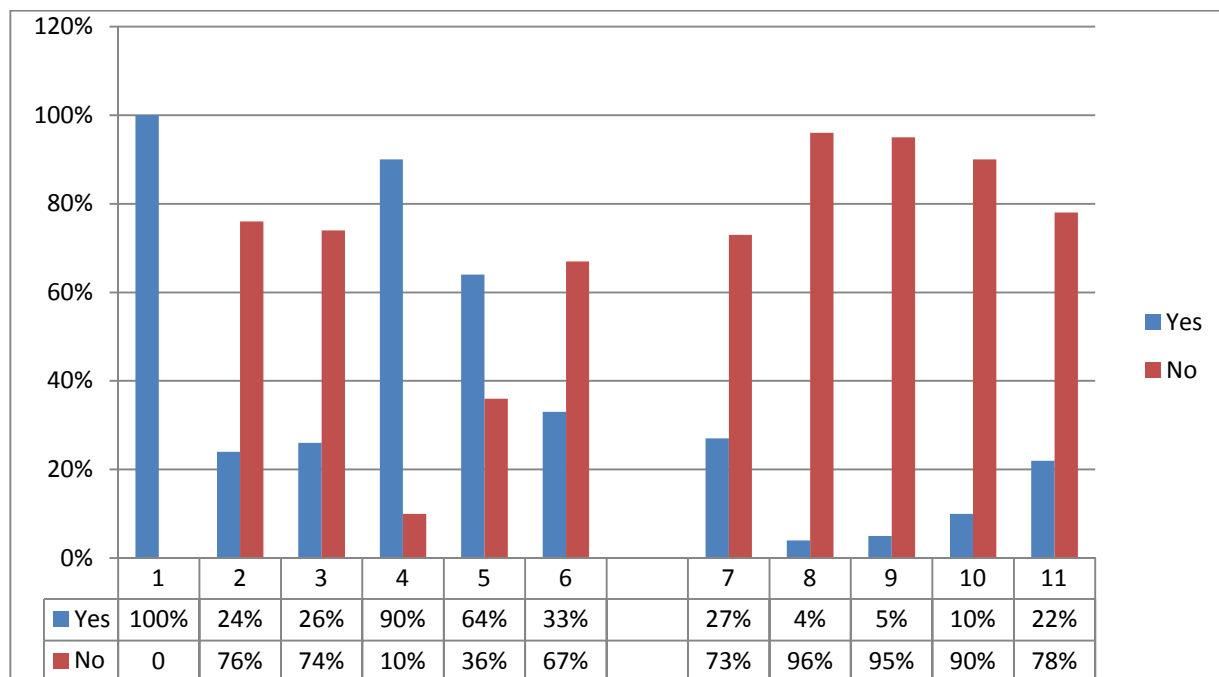


Figure 1.8: Information Looked-up in a Dictionary by EFL Students in Adrar

This table presents ‘meaning’ as the most frequently looked-up information, followed by spelling, pronunciation, usage, example, synonym, antonym, grammar, collocation, derivation, and etymology. The results obviously shows that the biggest percentage (100%) of the participants use a dictionary to look up the meaning of a word or a phrase. This confirms what other studies discovered on the use of dictionary where the participants habitually consult their dictionaries for the earning of words (Tomaszczyk, 1979; Bejoint, 1981).

The second rank is spelling (90%). This result coincided with results of Hartmann, (1999) who show that spelling is the most important issue for learners of English. Moreover, this high rate of the frequent use of dictionary for spelling, returns to the need of a dictionary in writing; because dictionary is deemed as the most useful and precise source of correct spelling. For that reason, Yuill (1997) in his research on dictionary use proves the last idea. He discovered that spelling was the most ordinary lexical information that his participants look up for.

The next looked-up information is Pronunciation. It is ranked third with a percentage valued by 52.4%. This means that pronunciation information is consulted more frequently by participants in this study. This finding is similar to that reached by Bejoint (1981) who stated in his study that students consult pronunciation habitually because most of learners like to speak English outside the classroom context, so they insist on learning pronunciation, although; the pronunciation system in dictionaries is very difficult for them. As a result, teachers should teach their students how to use the pronunciation keys and phonetic symbols used in the dictionary. Some studies, found that when students know how to say a word, it is easier for them to memorize a word. In fact, most students struggle with phonetic transcriptions, so they switch to electronic dictionaries that provide audio-lingual pronunciation.

Only 5% of students consult their dictionaries to find whether a word is in common usage. Whereas, 12% of students use them for checking grammatical function of a word. This low interest in checking grammatical function of a word, means that, our students do not need guidance on grammar, or they cannot retrieve this kind of information from the dictionary.

Concerning synonyms and antonyms, a few number of the participants use a dictionary to consult them. The use of dictionaries to check what 'part of speech' a word is, occupies the eighth rank with 27 %. Only 10% of the respondents also use a dictionary to check for collocation, i.e., words and phrases that go with a vocabulary item (e.g. we say a 'big room' but we do not say a 'huge room'). These lexical information is not preferred by the participants to a great extent. It might be because; some learners believe that is not necessary to look for these grammatical information in the dictionary as long as they are gaining them from the textbook. Another reason is that, in Adrar, teachers shed lights mostly on verb conjugation and they give their students some activities to evaluate their information, especially in irregular verbs. So, students do not see it is necessary to consult their dictionaries for such information. Using dictionaries to find whether a verb should be

followed by an infinitive or a gerund, Using a dictionary to find collocations of a word, using a dictionary to find which preposition follow a word (e.g. bend over, lean on), tenses, if a word is singular or plural and etymology are the least looked-up information by students of University of Adrar.

Accordingly, this explains that, the participants pay more attention to looking for the essence of information (spelling and pronunciation) in their dictionaries than other original characteristics of language which are so important to the learning English and its culture, such as: etymology, collocations, and idioms.

2.5.8 Part Four

2.5.8 Difficulties in Using Dictionaries

The fourth part of our practical study consists of some statements about the different problems that learners may encounter when using their dictionaries. The students were asked to choose from the list all the difficulties they come across when using dictionaries. The results are present in following table. **Nr:** number of participants.

	Nr.	%.
It is difficult to understand the definition.	195	87%
It is difficult to identify the right meaning in a polysemous word.	203	92%
It is difficult to find the information I want.	38	17%
I cannot use the dictionary whenever I want.	40	18%
The information I found in the dictionary is insufficient.	36	16%
It takes too much time to consult the dictionary.	59	27%
Too few examples	67	30%
Unclear examples	27	12%
Failure to understand the pronunciation information	150	68%

Table 2.5.9 Difficulties in Using Dictionaries

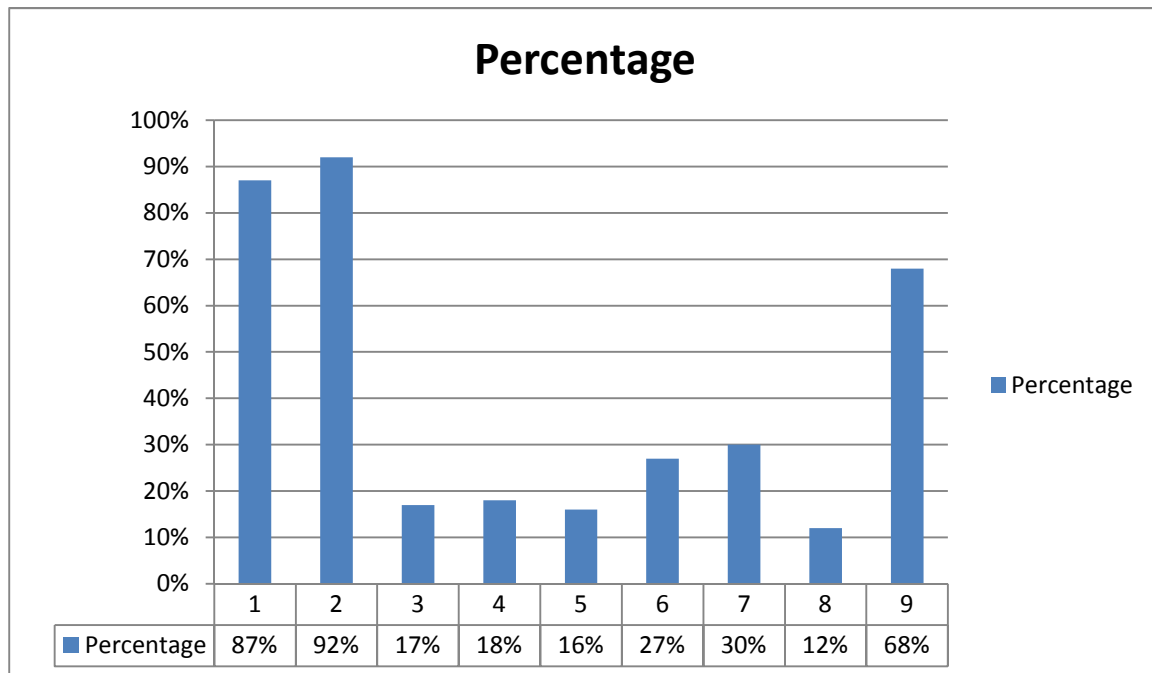


Figure 2.5.9 Difficulties in Using Dictionaries

The results show that ‘difficulties in identify the right meaning of a polysemous word’ is the most frequent difficulty that our participants face with 92%. This result is similar to Arafat (2013), who found that some of his Saudi university students come across difficulties in identifying the right meaning of a word within an entry.

Furthermore, ‘difficulty in understanding the meaning of a word’ is the second important problem that the respondents (87%) encounter when using dictionaries. This means that in practice they face this problem. This result is like the result of Winkler (2002), who found that most of his students reported that ‘*unclear definition*’ is one of the main problems they have with their dictionaries.

The third problem that the EFL students at University of Adrar face in using dictionary is ‘Pronunciation’ (68%). This result is similar to what Bejoint (1981) had found with his French students. He argued that dictionaries should all use the IPA, and identify the pronunciation of all words. In the interview, the majority of the participants said that they do not check the pronunciation in printed dictionaries because they cannot understand the phonetic symbols. Whereas, they rely a lot on electronic dictionaries, where audio-lingual

pronunciation is provided. Yet, this device has some problems; sometimes it is unclear or even incorrect. It seems that the sound varies between good and bad qualities, depending on which Electronic dictionary is being consulted, therefore; we have mentioned some electronic dictionaries with high-quality in first chapter of this study.

'Too few examples' was indicated to be the fourth difficulty that the students (30%) face when using dictionaries. This means that the students do not face this difficulty frequently. The reason maybe is that, they do not bother themselves to read the examples. One interviewee who stated before that she uses monolingual dictionary, said: *"I don't use usually E-A dictionary but from time to time I find myself forced to use one. I mean, when I use monolingual dictionary, I sometimes do not find clear definition and examples that can help me to understand the meaning of a word. And, when there are few examples available (or no examples), which is a problem I face when I use my dictionary"*.

18% of the students chose 'I cannot use them whenever I want' as a main difficulty. Since most traditional dictionaries for advanced learners are quite huge, it is very difficult to carry them all the time. In addition to the size of dictionaries, 'Time consuming' was also stated by more than fifty students who chose 'it takes too much time to consult the dictionary'. Besides, some students also had problem when they could not find the information they want. The insufficient information in Paper dictionaries displays one of the difficulties that 16% of students face, because; paper dictionaries are not up-to-date like the electronic ones.

'Unclear examples' is chosen as one of the least important difficulties facing our participants (12%).

Therefore, it is important that EFL students should be encourage to read and refer to the introductory pages of their dictionaries, where the way of using dictionary is explained and guidance on how to effectively use the dictionary. It is worth noting that, selecting a dictionary and using it without guidance may actually have a negative impact on language learning. (Baxter, 1980)

2.6 Implications and Pedagogical Recommendations for Teachers in order to Teach their Students Dictionary Use

Dictionary is an important tool of learning a foreign language. According to our investigation, we found that the majority of students in Adrar do not know how to use a dictionary effectively, and they did not receive any systematic instruction on the use of a dictionary. Therefore, we recommend teachers to:

- 1) Help students in knowing what kind of dictionaries that are available, and what are their characteristics before buying any dictionary, because; each dictionary differs in terms of the learners' needs, as well as, their level of education (e.g. dictionary for beginners or advanced learners.) Hence, the teacher has to provide his/her students with accurate and detailed information about dictionaries and their function, because; a well-chosen dictionary can make the learning process successful.
- 2) Before taking the decision of using the dictionary, one must select to what extent it is necessary to use it. A lot of EFL learners use dictionary without thinking about how much they need to use it, and that is because of two reasons: First, lack of self-confident, in which they either rely on dictionary or the teacher in everything. Second, laziness, in which they depend on dictionary while they have to use other tools to understand the meaning of a word instead, such as, 'guessing'. This problem can be overcome by giving students instructions on when and how to use a dictionary.
- 3) Introduce their students to the various types of dictionaries. However, the choice of dictionary should be one that the students like and enjoy using, one that provides them with the functions they feel they find most adequate to meet their lifelong study needs. It must be remembered that no current dictionary

will 100% meet the needs of any one student. Hence, as “*dictionary reference is a complicated business*” it is not enough just to recommend dictionaries to students but students need help to reap the benefits of good dictionaries and need to be taught explicitly how to use them (Hartmann, 1991). In fact, a skill in dictionary use is an area that requires further exploitation. Teachers should work closely together with learners to find out ways to use dictionaries more efficiently for specific purposes.

- 4) Explain the importance of word knowledge to the students. The Students need to recognize that understanding a word not only involves knowing its L1 equivalents but other information related to the word. Teachers can help students in this point by instructing students to the various aspects of word knowledge provided by the dictionary.
- 5) Notify students about the importance of collocations, pronunciation, and idioms.
- 6) In order to encourage students to use monolingual dictionaries, teaching dictionary skills should always be integrated with instructions, and the dictionary use training should be given the main concern in English class. Dictionary activities (such as, looking for a appropriate definition of a word in sentence, looking for the phonetic transcription of a word, and finding whether the word is verb or noun) should be included in the syllabus.
- 7) Students of Adrar are advised to not resort to a bilingual dictionary, unless they feel that there is no choice to find a meaning of a word.

2.7 Conclusion

This chapter tries to identify the behavior of Adrarian EFL students at the University of Adrar towards dictionary use. The aim is to examine not only the lexical information participants seek from dictionaries, but what average of dictionary is the most frequently used. It has been found that the vast majority of students tend to use E-A bilingual dictionaries more frequently than any other type of dictionary discussed in the study. Analysis of data gathered showed that most of the students do not like to consult monolingual dictionaries, which support similar findings of the famous study on dictionary use by Tomaszczyk, (1979). In addition, it was found that in terms format of dictionary, the e- dictionary was reported to be used more. Concerning the most look-up information, Students in Adrar consult their dictionaries to find meanings of words, and they neglect the other information of the dictionary. Furthermore, since they look for meanings, they find some difficulties in locating the right meaning in word entry that has more than one meaning.

The most efficient way to teach dictionary use is no doubt through the educational system, in class, as part of the regular curriculum. This is not much practiced in educational establishments, but some experimental results indicate that it works". More research work should be focused on finding out how to teach dictionary use, including studies on teaching methodology and material design. It is only through working closely together (lexicographers, teachers, and the Minister of Education) to improve the use of dictionaries among EFL learners.

General Conclusion

The emphasis in the present study has been on investigating the need to include teaching dictionary skills in the EFL syllabus in Algeria, particularly, in Adrar. Moreover, it aimed to develop students' awareness about the importance of dictionary as an FL learning tool. In addition, providing assistance to them to obtain the various information they need from the dictionary.

This study, exposed first and second year students' in University of Adrar behaviors towards the dictionary, their habits, the difficulties they encounter in using their dictionary, and which type of dictionaries they favor in terms of language and formats. The results revealed that, although students deemed that the dictionary is useful to their learning, they do not use this learning tool regularly. Findings from this stage of the study showed that the participants lack knowledge and skills in using dictionaries.

Furthermore, this study also showed that students begin their university learning with insufficient experience in dictionary use. Most of the participants stated that they had never been taught how to use a dictionary effectively. Being familiar with the dictionary at such a late stage of development prevents students from building dictionary skills in the early stages of learning English (University). This problem is due to the teachers of middle and high schools who think that dictionary skills should not be taught, and university teachers who believe that it is not their job to teach dictionary skills at this very advanced stage of learning.

The designers of the English language curriculum in Algeria have neglected, completely, to give some time to dictionary training in the classroom. This also is taken as an influential factor that can negatively affect the students' use of the dictionary. Some

publishers of language learning materials include a small dictionary to their textbooks, which gives meaning to the information about new vocabulary presented in the textbook. This is an excellent method to make learners familiar with the dictionary. However, unsuitable preparation of the syllabus that includes dictionary skills may create a new problem area that needs to be addressed among language teachers and curriculum designers.

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Appendices

Appendices

1. Questionnaire

Dictionary plays an important role in learning a foreign language. It is considered as a primary source of any foreign languages and a significant tool of learning it; because it contains a large number of vocabularies and provides a huge amount of information about those vocabularies.

Keywords:

-Monolingual Dictionary: a dictionary that provides information only in one language, e.g. English- English Dictionary.

-Bilingual Dictionary: a dictionary that provides information in two languages, e.g. Arabic-English Dictionary or English-English-Arabic Dictionary.

-Polysemous word: word or phrase that has multiple meaning.

Put an X mark in the appropriate box:

1- Have you been taught in class how to use a dictionary? Yes No

2- If yes, have you given systematic teaching and precise instructions on how to do this?

3- Yes No

4- Do you know how to use a dictionary? Yes No

5- When did you start using dictionaries?

Intermediate school Secondary school University

6- I don't like to use a dictionary. Agree Disagree

7- I like using a dictionary during lessons. Agree Disagree

8- A Dictionary is an invaluable learning tool for me. Agree Disagree

9- What type of dictionary do you like to use in terms of language? And why?

- I like to use the E-A bilingual dictionary.
- I like to use the A-E bilingual dictionary.
- I like to use the E-E-A bilingual dictionary.
- I like to use a monolingual dictionary (E-E).

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10- What type of dictionary do you like to use in terms of format? And why?

- I use Paper dictionary.
- I use Electronic dictionary.
- I use online dictionary.

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11- In which language skill do you consult your dictionary?

- I use the dictionary during or after listening.
- I use the dictionary as a result of reading an English text.
- I use the dictionary when I want to write in English.
- I use the dictionary when I speak or want to speak in English (either for preparation for or after speaking).
- I use the dictionary to translate from Arabic into English or from English into Arabic.

12- What information do you look up in your dictionary? (you can choose more than one)

- I use a dictionary to look up the meaning of a word or a phrase.
- I use a dictionary for synonyms (similar words).
- I use a dictionary to look up antonyms (the opposites).
- I use a dictionary to check spellings.
- I consult a dictionary when I want to know the pronunciation of a vocabulary item.
- I consult a dictionary when I want to see some examples about the uses of a certain word.
- I use a dictionary to find out what part of speech a word is (i.e., n., v., adj., etc.) or the derivations of such vocabulary items.
- I use a dictionary for etymology.
- I use a dictionary to find out whether a word is in common usage.
- I use a dictionary to check the grammatical function/structure of a vocabulary item.

13- What are the difficulties that you face in using your dictionary? (you can choose more than one)

- It is difficult to understand the definition.
- It is difficult to identify the right meaning in a polysemous word.
- It is difficult to find the information I want.
- I cannot use the dictionary whenever I want.
- The information I found in the dictionary is insufficient.
- It takes too much time to consult the dictionary.

Thank you for your collaboration!

2. Interviews

- 1) Have you ever been trained on the use of a dictionary?
- 2) Who recommended that dictionary to you?
- 3) What kind of dictionaries do you use?
- 4) Do you like: bilingual or monolingual dictionary? And why?
- 5) Do you like paper or electronic dictionary? And why?
- 6) What kind of information do you look up in your dictionary?
- 7) What are the various types of EFL activities that require dictionary use?
- 8) Have you had any problems in using dictionaries? What are they?